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ABSTRACT

This handbook helps school administrators and their colleagues plan and conduct educational workshops in their communities with or without help from universities or colleges. It can be used as a tool for staff development programs, and provides names and places that have used their communities as learning resources in the past two decades. The workshop is described, and evaluation and a case study are included. Suggestions to industry and business people interested in developing workshops, and helpful references conclude the handbook. (BEF)

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HOW TO PLAN A COMMUNITY RESOURCES WORKSHOP

A Handbook

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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How To Plan
A Community Resources Workshop

A Handbook for School Administrators, Professors of Education, Community Leaders and for all Workshop Participants

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BY

Albert L. Ayars and Corlan Bovee

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Foreword

This booklet has the keys to the endless possibilities for learning all around you. If you will follow its suggestions, it not only will relieve your anxieties about using your community as the classroom it really is, but it will make it possible for you to release the human resources within your own school system, namely, the teachers who participate in these workshops.

Somehow, even as small an undertaking as this booklet requires the empathy and help of numerous individuals. This, it has had. In the first place it is based largely on the 1954 booklet of the same title authored by Albert L. Ayars and published in 1954 by Teachers Publishing Corporation. It draws heavily on the experiences of Corlan Bovee, one of the outstanding elementary school leaders in one of the most exciting school systems in this country in recent years. Both authors have had wide experience serving as directors of these workshops which, since their inception in 1952, have enrolled thousands of teachers in hundreds of the workshops.

This handbook will help school administrators and their colleagues to plan and conduct educational workshops in their communities with or without the help of universities or colleges. It will assist professors of education and other disciplines in conducting workshops sponsored by universities either on the campus or in the field.

It will be invaluable for you in helping you find out what you can learn from places, things, people and processes. It will help you learn how to learn from them. You will find it a most powerful tool for staff development programs. It provides some names and some places who have used their communities as learning resources for two decades and more. This booklet is concerned with the potential of the community as a classroom. Use it and you'll find great returns.

Bertis E. Capehart
Director, Education Department
American Iron and Steel Institute

Preface

There is general agreement that schools and communities should work together for better understanding of America.

Teachers hold an important key to progress in education. Many representatives of industry and other people of the community are willing to help teachers prepare to teach about their communities, resources, people and industries. Moreover, with the current emphasis on career education, a partnership between educators and the business community is particularly productive in developing, for students, areas of career awareness, exploration, selection and placement.

This booklet is about workshops for teachers. Its primary purpose is to provide a few guideposts for educators and community leaders wishing to work together to plan a community resources workshop through which teachers can become acquainted with resources of the community, devise ways to make them useful in the classroom and take the classroom into the community.

The authors wish to thank the many school administrators, college professors, curriculum directors, and community leaders who have given their suggestions. Most of all we are deeply grateful to the hundreds of workshoppers who through the years have given us the experience that makes this handbook possible.

Albert L. Ayars
Corlan Bovee

I. The Community Resources Workshop Defined

As the book-centered school of yesteryear has changed to meet the needs of our complex modern world, the burden it carries has been steadily enlarged. Today's school meets heavy responsibilities once allocated primarily to the family and to the larger community of neighbors.

In pioneering times, Americans went to the schoolhouse with the prime purpose of learning from written texts. The practical application and testing of this learning was slowly discovered after school hours, when the pupil went home to share in the work of the farm, the father's shop, or some neighbor's enterprise.

Today's youth needs more than can be gotten from books. The modern school seeks increasingly to enable pupils to learn through real life experience. The whole community may be used as the laboratory for this undertaking. Just as today's physics, chemistry and auto mechanics can never be mastered, or even understood, through mere reading of books, so today's educator knows that our social and economic skills can only be appreciated, comprehended and learned through real experience of their use.

When school and community combine their efforts to this end, so that the child receives a nurture and a training adequate for our time, the life of the entire community is ultimately enriched in meaning and enhanced in value.

But how can heavily burdened teachers readily enlist all the resources that are now available in the community, for supplementing the work of the classroom in effective ways? What are the best means for exploring the educational potentials of communities?

One of the most promising means of providing teachers opportunity to discover, study, and adapt community resources to their classroom work is the "community resources workshop."

These pages tell how representative educators have used such a workshop and proved its values.

WHAT IS A WORKSHOP

The word "workshop," as used in education, refers to a situation in which a group of people gets together to work on problems of mutual concern. The basic requirements for a workshop include a job to be done, people to do it, tools to work with, and a congenial working situation. These workshop components are, however, based on a problem or problems facing a group of teachers, administrators, or school patrons. Those present decide what is to be worked on. Workshops have been devoted to such tasks as improving citizenship education, framing a physical education program, studying problem areas around which economic education can be centered, improving the reading program, and solving many other problems facing educators. As school systems have striven to develop viable programs of career education, community resources workshops have become useful vehicles for defining and developing such programs. This flexibility of goal and content has maintained the workshop concept in the mainstream of American education since 1940 and will continue to do so.

The number of people who may participate in a workshop varies greatly. While any number from six to eighty is not unusual, fifteen to forty is much more common. Regardless of total membership, most of the work is done in small groups. Generally full-time consultants, one of whom is designated as director, are employed to assist workshop participants in general planning and through personal conferences. In addition, the participants call on other qualified persons with special knowledge or skills to furnish information and advice. Sometimes the workshop leadership is drawn from the group itself. This is particularly true when the faculty of a single school system holds a local workshop. Many of the suggestions in this booklet apply more specifically to workshops whose participants are drawn from several school systems meeting in a designated center not far removed from any of the home communities.

The term "tools," as used above, includes not only books, pamphlets, periodicals, films, and filmstrips, but industrial plants and personnel, community organizations and institutions, and an endless array of other sources of information.

A congenial working situation refers not only to a pleasant and convenient physical setting. It includes the opportunity to work together in a friendly group over a period of time without undue interruption. It includes the opportunity of the group to define its own objectives and develop its own plans of action.

WHAT IS A COMMUNITY RESOURCE WORKSHOP?

In a community resources workshop teachers strive to acquaint themselves with available teaching resources in the community and to determine how these resources can be utilized more efficiently in their teaching. The workshop also includes the production of teaching units, resource files or other materials which implement effective use of community resources in teaching.

And what are community resources? They are any persons, places, organizations, activities, or things in the community having educational value. Examples include museums, courts, industries, parks, collections, and individual citizens. In other words, community resources include anyone or anything in the community which can help to facilitate or improve teaching.

Teachers, in a community resources workshop, generally focus their attention on becoming acquainted with and planning to utilize the potential teaching resources of the community in which they teach. A reversal of the process is also possible. The schools, the students, and teachers may also explore processes of becoming resources to the community. Workshops have planned programs of community service which have placed students and teachers in service positions in neighboring schools, hospitals, nursing homes and even political parties. In a school-community partnership, either partner can give or receive. In these ways particularly, a community resources workshop tends to differ from other popular and beneficial types of workshops. For example, the typical economic education workshop devotes concentrated attention to developing an understanding of the national economy. A United Nations workshop focuses on understanding international relationships. A labor-management workshop may aim largely at developing a knowledge of the relationships of labor and management on a national or international basis. But a community resources workshop by its very nature centers on the local community.

PURPOSES

The purposes generally served by community resources workshops may be summarized as follows:

1. To help teachers become acquainted with the teaching resources in the community.
2. To help teachers get a better insight into, and understanding of, the economic and social life of the community.
3. To assist teachers to locate and plan for the use of community resources.
4. To help develop a better working relationship between education and other organizations and individuals of the community.
5. To involve the teacher in a "discovery" or inductive learning process each may find useful in improving his or her own teaching style.
6. To develop teacher confidence in his or her ability to create his own teaching materials.
7. To help teachers, through community exploration, to integrate the academic and real worlds and to relate both to student career interests.

CHARACTERISTICS OF THE WORKSHOP

Workshops follow patterns as varied as the people who participate in them. There are, however, certain distinguishing features of good workshops upon which there is general agreement.

1. freedom to work. Participants choose the problems they want to tackle. They are adults who proceed voluntarily rather than from direction. They may make use of consultants and advisors, but these persons do not set up a program for participants to follow. The participants cooperate in planning and executing courses of action. The workshop director and his assistants set the stage to make this possible, bu' group planning is at all times to be stressed.
2. purposes defined. The purposes and the scope of the workshop are defined at the outset. Early in the planning sessions members of the workshop list problems of personal concern. This is sometimes done prior to the opening of the workshop but more often during the opening days of the workshop sessions. After problems have been listed, the participants, through discussion and consultation, focus on group related problems and narrow their scope so that the selected topics may be dealt with effectively within the workshop period.
3. committees formed. Most workshops form committees to work on the phases of problems in which they are most interested. Sometimes the entire workshop group attacks a common problem, and sometimes participants work alone. It depends entirely upon the interests of the members and current needs of their communities and school systems. Although the needs of individual participants are the fundamental concern, consideration should be given to the possibility of disseminating workshop-produced materials to teachers not enrolled, but with similar interests or assignments. There is always freedom to make adjustments in the scope and direction of work as the workshop progresses and as new problems or new facets of old problems present themselves. Cooperative planning is continuous.
4. capable staff. A competent, versatile, and qualified staff is essential. There should be a director and as many assistants as the number of participants justifies. As a rule of thumb, one would be pretty safe in recommending a single director for the first 20 participants. An assistant for each 15 additional participants would be desirable. It is not the purpose of the staff to teach a course in the traditional sense. It is imperative that this distinction between a traditional course and a workshop be clearly understood

at the outset. Staff members are readily available to give counsel and guidance. They must have faith in the workshop approach, be skilled in workshop methods, and be competent in one or more areas of participant concern. Generally a full-time secretary is essential.

5. adequate facilities. An attractive, adaptable workshop center should be provided. The facilities must be suited to the program planned. Provision should be made for an informal general meeting place, separate working space for each committee, office space for staff and consultants, typing and mimeographing facilities, equipment for audio and visual media production, and adequate library facilities. While the workshop participants discover and make use of educational resources in the community itself, they also find need for varied printed materials to help them solve their problems or guide them in preparing other materials. Bulletin boards, movable furniture, motion picture projectors, pencil sharpeners, and a soft drink dispensing machine all contribute to the success of the venture. Appropriate residence, dining, recreational, and social facilities are also important.
6. constant evaluation. Members frequently analyze and evaluate their activities to make sure they are going in the right direction and accomplishing their purposes. Frequently, throughout the workshop, time is devoted to reviewing or evaluating what has gone before. These sessions are led by either staff members or participants. Periodic examination of plans, procedures, and group products helps the participants clarify their thinking and see their task in perspective.

II Planning For a Community Resources Workshop

A lot of planning is necessary between workshop conception and the actual opening session. If a workshop is to be concerned with the participants' real problems, and if it is to meet their needs, planning must begin as soon as it is decided to hold the workshop. A workshop for teachers of a single school system is ideally an outgrowth of continuous curriculum planning by the school faculty.

While the original idea may be given birth by any citizen, the success of the venture will depend upon the full cooperation of educators in the workshop planning and organization process. If educators are not willing to assume the initiative in developing the workshop, its chance of success are not great.

Ordinarily, community resources workshops, drawing membership from several school systems, are held at a college or university or at some convenient off-campus location, with such an institution's granting credit to teachers who participate. The workshop center must be in or near each community to be studied. Representatives of the public or private schools and the college or university concerned are the logical persons to take the first steps in the planning. Once educational leadership is established, the tried and proved procedures listed below are recommended.

1. Establish the general purpose or area in which the workshop will operate. This can be arrived at through consultation among the educators acquainted with school problems. It is necessary that such a preliminary understanding be reached in order to systematically enlist the cooperation of the various groups whose interests fall within the scope of the workshop.
2. Hold a general meeting of the representatives of education and interested community groups. If a summer workshop is anticipated, as we shall assume in these suggestions, this meeting should be held at least by the first of November to leave time for the succeeding steps. A staff-planned, school district financed workshop will not require so much planning time.
3. Create a local planning or advisory committee with representatives from the schools concerned, the college or university, business, industry, government, and any other groups who would be interested or could contribute to the workshop's success. The representation on the planning committee will, of course, vary from community to community, depending upon local conditions. A cross section of the community is desirable. This committee may be elected at the general meeting described above. At any rate, it should have held its first meeting by November 15. A committee of 8 to 15 members is suggested.
4. Appoint a coordinator for the project. This person may or may not be the workshop director. His responsibility is to spearhead planning. He may be chosen by the planning committee. Ordinarily, he is an educator. He is appropriately a staff member of the sponsoring college or university, which has a major responsibility for exercising leadership in developing the workshop. He can well be an enthusiastic public school person with good contacts over a wide area.
5. Be sure to enlist adequate financial support. If the funds have not already been provided, a finance committee should be selected to assume responsibility for fund raising. Sometimes the college provides for workshops as it does for other types of instruction. Usually business and industry provide a large percentage of the funds. A broad financial base is desirable so that no one group or company can selfishly dominate the

workshop or even be accused of it. Sometimes civic groups, foundations, farm organizations, public and private agencies, the schools themselves, and various other recognized groups and associations contribute. The solicitation of funds in the community is most appropriately done by community representatives and not the educators.

Some workshops incur additional costs for honorariums and travel for consultants, scholarships for participants, printing of announcement brochures, printing of materials produced at the workshop, and board and room for participants and staff.

The most common addition is scholarships for participants. Such scholarships encourage participation of competent teachers who will assume leadership in cuuriculum improvement in their own school systems. Although the most common source of scholarship funds is contributions raised in the community by the finance committee, partial state or federal funding may be possible. Scholarships may also be provided by a school system either as a general incentive or to achieve some educational goal consistent with the needs of both the system and the workshop. Since such arrangements may assume teacher adherence to institutional rather than personal purposes, the workshop staff must work out careful plans with the sponsoring organization. Scholarship amounts vary greatly, but a scholarship of $100 plus the amount of the college enrollment fees will at least provide some incentive for participation. The enrollment fees (tuition) are applied, by the sponsoring college, on the expenses and do not constitute an additional cost item. Whether paid by the individual teachers or the community, the tuition is used to defray a portion of the workshop costs.

Most of the funds for a summer workshop will not be needed until the workshop opens. But commitments to the college should be firm by January 1 so that its summer catalog may carry the announcement and necessary details. Also, bills for such items as printing, office expense, and mailing generally have to be met during the spring.

6. Reach an agreement with the sponsoring college or university. It is only good business that this agreement be put in writing in order that there be no misunderstandings.
7. Set the dates for the workshop. They vary in length from a few days to eight weeks. A period of 4 to 6 weeks is common. Sometimes workshops are held during a school year on evenings or Saturdays and may extend over a semester or more.

   Another alternate combines a short summer workshop with a once-a-week session throughout a portion of the school year. A project begun in the summer can be completed and put into classroom use during this extended period. An obvious advantage is the continued contact and advice of the workshop director through both the creation and the application stages. The disadvantage of this plan might be less opportunity for field trips during the school year when teachers are free only in late afternoon or weekends.
8. Draw up a budget. Rising costs make it difficult to provide an accurate sample budget. Here are some considerations. Decide on the general nature of the workshop. Will there be a number of projects which will have to be duplicated in quantities for distribution? Is it likely there will be audio-visual projects requiring film, audio or video tape, or other visuals? What will be the total enrollment? Within the framework posed by such questions, consider the current costs for salaries, services and supplies.

Specific budget items include: salaries for the director, one or more assistant directors, and secretarial help; general supplies, telephone, duplicating, photography, taping, field trip travel, and social events. Some funds should be reserved for miscellaneous contingencies likely to arise.

9. Choose the site. It should be attractive, comfortable, and have the necessary facilities and resources. It should also be near the community resources to be studied. A college campus is often used. Campuses meeting the above requirements have made pleasant workshop sites. If a college site is not conveniently close to prospective participants, a centrally located school system may provide facilities in one of its buildings for teachers of the several systems who may be registered in the workshop.
10. Engage the staff members. Desirable background and qualities to look for in potential staff members include:
    a. broad teaching experience.
    b. a point of view consistent with the best educational practices.
    c. a knowledge of the techniques involved in efficient use of community resources in the classroom.
    d. familiarity with the content and sources of information in the subject area of concern.
    e. respect for and a desire to work with other people.
    f. leadership ability.

    Although there are some sound arguments for bringing in staff members from outside the local area, at least one member of the staff should be well acquainted with the area serviced by the participating educators. In some instances, the planning coordinator and workshop director are the same person. To be sure of securing the most capable staff members, the selection should be made by the first of the year.
11. Place an announcement of the workshop in the college summer catalog (press date generally about January 15).
12. Prepare a printed announcement or brochure. It should give information regarding the kind and amount of credit a participant may earn, as well as the title, number, and enrollment requirements of the course. Also included in the brochure are details of the purpose and scope of the workshop, its location, dates, and cost. It is important to make the brochure as attractive as possible. It must compete with many others for teacher attention. Perhaps brochures can be accompanied by invitation letters. Potential participants should know of the opportunity open to them regardless of how they are informed.

    When scholarships are made available, a procedure must be devised for selecting the best qualified applicants. Several plans have been used:
    a. inviting school administrators and supervisors to nominate persons from the school system.
    b. issuing individual invitations to selected leaders.
    c. issuing general invitations and selecting the best qualified from the applications received.
    d. a combination of the above.

    A committee of educators is usually given the responsibility of selection. It can be highly beneficial to a school system to send a team of participants to a workshop. Also there is much to be said for including school patrons as well as teachers, or prospective teachers on the team if this is possible. Lay citizens with workshop experience can be very helpful to schools wishing to make profitable use of community resources.

13. Prepare each prospective member for his part in the workshop.
    a. The coordinator or staff members, through correspondence or personal conversations, should help each participant define the most pertinent problem for him to work on. The prospective member may get help in this through consultation with his principal and local faculty. In this way, the teacher's participation may be directed toward goals which will be of real importance to the faculty and students of his school.
    b. Preferably, members are selected early enough to allow them to participate in planning the workshop. A pre-workshop conference of members is highly desirable. At least, those planning for the workshop should be guided by the desires expressed by the members.
    c. At the very minimum, the staff should meet once prior to the workshop for a planning session to discuss the schedule, conference techniques, staff responsibilities, and the needs and interests of the participants. At this time the first field trip should be planned. Later field trips can be planned by the workshop staff and teacher-participants jointly as the needs and nature of the workshop emerge.
14. Outline a schedule. Setting apart large blocks of time for general meetings, committee work sessions, rest, and recreation is essential. Once the group is formed, the scheduling of activities becomes a group responsibility.
15. Plan for resource persons. When some of the interests of the participants are determined, the coordinator or staff members (if they are available) will want to schedule certain resource persons in advance. These people, with particular knowledge, skills, and techniques useful to the workshop, are not always available on short notice.
16. Materials pertinent to the scope of the workshop should be collected and systematically assembled in advance. Books, booklets, pamphlets, maps, charts, films, filmstrips, pictures, slides, and recordings are all appropriately part of the workshop library. Some materials are purchased, but much is available free from industries, trade associations, church groups, government agencies, educational institutions, labor groups, farm groups, civic and fraternal orders, and others. The collection of materials ordinarily is handled by the sponsoring university and the workshop staff. If the workshop is planned by staff members of a school system, the director and the committee in charge would be responsible for this.
17. Extend invitations to recognized and legitimate businesses, labor unions and other organizations to have representatives attend workshop sessions. Invite their participation in discussion. Solicit their suggestions. The workshop is strengthened by broad community participation.

Careful pre-planning is essential. Once it is completed, the stage is set for the workshoppers to take over.

PLANNING VARIATIONS

The planning procedure outlined above assumes several conditions which may not be relevant to particular local situations. First of all, teachers in a local school system may be interested in holding a community resources workshop but may not care to receive college credit or to invite college sponsorship. Secondly, they may not desire to enlist financial support from the community. Thirdly, they may wish to hold the workshop locally for local teachers only. In such instances, planning may be less involved and provisions somewhat more simple.

In some school systems, workshop planning has proceeded something like this:

1. The faculty, through general or building meetings and discussion, decides a workshop is needed.
2. They elect a planning commitee from the faculty.
3. After careful consultation within the system, a set of general objectives and a general plan for the operation of the workshop are arrived at.
4. The idea is approved by the administration and board of education and necessary funds are allocated.
5. Specific plans are worked out on a cooperative basis under the leadership of the workshop committee.
6. Workshop leaders are designated. Dates are set.
7. Plans are made for inviting community participation to the degree desired. Often the plan may be presented to civic groups and their cooperation enlisted. Perhaps community representatives are asked to participate on the planning committee.
8. Detailed pre-planning sessions are held in individual building and general faculty meetings.
9. The workshop is held.

There can, of course, be all types and degrees of variations at every step. Participants may or may not be paid for the time spent in the workshop, although they generally are if teacher time beyond the regular school year is involved. Teacher master contracts usually require compensation. In this type of workshop, there may be no need for printed announcements. Recruiting probably is no problem. School buildings may be used as a site so there is no rent. Regularly employed secretarial help may serve the workshop. No outside consultants may be required. School buses may be used for transportation. There may be no additional telephone expense if school phones are used and no long-distance calling is involved. Reports, teaching materials, and other committee products may be mimeographed on school-owned machines. Meals may be served at cost by the regular hot-lunch staff.

Some local school workshops are held for a few days just before the school year starts, a few days after it ends or during the school year. These, of course, cannot be as thorough and comprehensive as the longer summer workshops described.

In short, workshops may be more simple and inexpensive than the foregoing outline would indicate. It is also true that they may be more elaborately and expensively planned and operated than we have indicated. The cost of a workshop for 40 people may well vary from a few hundred dollars to as much as $15,000.

Most of what is said in this booklet is based on the assumption that community groups are interested in helping educators plan, finance, and operate a workshop. To provide conservative, practical suggestions to fit such circumstances is a major objective of this volume.

CONSULTATION AND ADVICE

During the planning process and later during the operation of the workshop, it might be helpful to know of several other types of resources available, both personal and audio-visual.

Early in the history of the community resources workshop movement, directors of the workshops across the country found it useful to meet in an informal national conference annually. In 1966, a national organization of

Directors of Community Resources Workshops evolved and was formalized as the National Community Resources Workshop Association. At the annual meetings of this Association, new ideas were presented and problems and successes were shared. The sessions were invaluable to both neophyte and experienced workshop staffs.

Another national group with related interests had also existed since the 1950's. This group, the National Association for Industry-Education Cooperation, began with a small group of educators and business men who met annually as an adjunct to the National Science Teachers' Conference.

In 1972 the two associations merged. This combined organization now meets each year and, through larger membership, has improved the quality of its national conference. This combined group is now incorporated under the name of the National Association for Industry-Education Cooperation. A particular strength of this group is the nature of its membership, open to educators at all levels and representatives of business, industry, labor, agriculture, government and other community representatives. The executive secretary of NAIEC, Donald M. Clark, 235 Hendricks Boulevard, Buffalo, New York 14226 can perfrom several services for those interested in starting a community resources workshop. Through him, workshop planners can possibly contact a nearby experienced workshop director; borrow a film entitled "Your Community is a Classroom," describing workshops; learn about the annual conference; join the NAIEC; or merely direct questions to Dr. Clark to receive advice or assistance.

SUGGESTED TIMETABLE OF SUMMER WORKSHOP PLANNING

1. By November 1 — Hold general meeting of persons interested.
2. By November 15 — Select the Advisory Committee.
3. By December 1 — Choose the coordinator.
4. By December 15 — Get fund raising underway.
5. By January 1 — Reach agreement with sponsoring college or university.
6. By January 1 — Set dates for workshop.
7. By January 1 — Adopt recruiting plan.
8. By January 15 — Draw up a budget.
9. By January 15 — Choose the site.
10. By January 15 — Engage staff members.
11. About January 15 — Place announcement in college summer catalog.
12. By February 15 — prepare printed brochure announcements.
13. By April 1 — Choose consultants.
14. By May 1 — Deposit all funds with the college, university, or other sponsoring institution.
15. By May 15 — Hold pre-planning sessions with staff and participants, if possible to:
    a. secure expression of problems upon which enrolees wish to work.
    b. hold interviews with teacher enrollees to secure data on their problems, needs and plans.
16. By June 1 — Have workshop library set up.

III Full Steam Ahead
The Workshop in Operation

If planning is carried out systematically, the opening of the workshop itself is just another step in a carefully conceived evolution.

THE EARLY SESSIONS

The opening session is usually devoted primarily to getting acquainted and agreeing on the purpose and procedures of the workshop. If this has not been done in advance, college registration may also be completed at this time.

Getting acquainted involves more than each participant's learning who his fellow workers are. It involves the establishment of a relationship in which each member feels completely identified with the group and feels free to think, speak, and act with frankness, confidence, and congeniality. The opening sessions should create such a permissive atmosphere. Many participants may not have had a previous workshop experience and will be expecting the formality of a typical college class.

Here are some things which have been done to build an effective working climate quickly:

1. The chairs are arranged informally so that participants face each other.
2. Name tags are worn until members have had time to identify each other. Consult VALUES CLARIFICATION: **A Handbook of Practical Strategies for Teachers and Students;** Simon, Howe and Kirschenbaum; Hart Publishing Company, New York, for many get-acquainted suggestions useful at the beginning and throughout the workshop.
3. Each person introduces himself and explains his reasons for enrolling in the workshop.
4. Workshop members fill out a simple half-sheet of pertinent personal information from which an accurate roster is typed and distributed.
5. A social activities committee is appointed to:
   a. devise ways of becoming acquainted.
   b. plan for entertainment of guests.
   c. plan for appropriate informal activities.
6. The group tours the workshop setting to become familiar with committee workrooms, the library, visual aid facilities, the location of resource persons and materials immediately available, and recreation facilities.

Agreement on certain basic matters is necessary before the group embarks on its activities. These are illustrative:

1. What a workshop on community resources is.

2. What problems should be attacked.
   On this first day the director must present some alternatives to the participants. Do they wish to pursue their divergent individual problems or can there be a central theme such as career education? Would a portion of the group like to work on a common problem and others choose a variety of interests? How many have arrived at the workshop with a problem already identified? How can the director encourage project committees as opposed to one-person projects without forcing some members into topics foreign to their interests? Beyond opening up broad areas for exploration, how directive should the leader be in helping participants choose specific projects? These questions can help the director formulate the "brainstorming" sessions with the participants as they begin the process of project identification.
3. How group members work together and share responsibilities.
   Concurrent with the selection of topics and organization of the working committees must occur an understanding of the total workshop and the formation of administrative committees to insure efficient operation. On the first day these items should be introduced for preliminary discussion: workshop hours, time and place of general assemblies, number and general nature of field trips, standing or administrative committees, role of the director, assistant director and secretary, form of grading or evaluation procedures for field trips and the workshop itself, possible social functions, open house, how to acquire materials needed and restrictions on the amount available. This list is formidable, but much of it can be presented in written form and held for later discussion.
4. Where, when and who does what.
   During the first day it is helpful to present each person with a folder containing the following: a half-sheet of personal identification to be completed for the roster, a map of the building, a sheet outlining the objectives of a Community Resources Workshop (more specific objectives to be set by the group), a page of background information and history of Community Resources Workshops, a blank calendar covering the workshop period to assist members in keeping abreast of events by filling in dates as they are chosen, a name tag, and general workshop information as outlined in #3 above.

CHANNELING THE WORK

Joint planning and sharing of responsibilities are keys to the success of a community resources workshop.

The organization and procedures to be followed depend upon the nature and needs of the group. The work is ordinarily carried out in general sessions, working committees, administrative committees and field trips.

GENERAL SESSIONS

As previously stated, the first few general sessions give the participants an opportunity to become acquainted and to establish a congenial working environment. They also provide an opportunity for pooling problems, needs, and interests, and grouping them under major headings. These identified needs become the topics around which the working committees are formed.

As the workshop progresses, the general sessions continue to serve important purposes. They provide regular opportunity for hearing visiting speakers, for planning field trips, for progress reports by groups and individuals,

for exchanging ideas and suggestions, for identifying relationships among the various committees' activities, for planning overall projects, and for analyzing and adjusting the direction and scope of the workshop.

Evaluation sessions are held at intervals throughout the workshop to review what has been done and to make plans based on the experiences encountered.

WORKING OR PROJECT COMMITTEES

The working committees are organized as soon as the workshop participants have pooled their problems, interests, and needs and have grouped them under major headings, or problem areas. Then workshop participants, whose major interests fall within the same problem area, work together as a committee. Each committee works out its organization carefully.

1. Outlines the purposes of the group.
2. Chooses a chairman and assigns other necessary leadership responsibilities.
3. Agrees on meeting times and places, and schedules work to fit into the overall workshop pattern.
4. Outlines and plans activities and sub-group responsibilities.
5. Selects materials and consultants needed.
6. Decides on the nature of records and reports to be prepared.
7. Conducts continuing self-evaluation and redirection of the committee task as needed.

The types of problems and projects which a committee may select to work on vary greatly. Here are some typical examples.

1. Planning a teaching unit.
2. Producing a resource unit.
3. Identifying community problems.
4. Establishing community service programs.
5. Surveying job opportunities.
6. Surveying the community for career education possibilities.
7. Developing resource files of materials, people or places.
8. Exploring the history and culture of the community.
9. Interpreting to youth our government including police and courts.
10. Developing materials on a single industry or business.
11. Relating the community to current problems of ecology, economy, and harmful substances.

ADMINISTRATIVE COMMITTEES

The economical and efficient functioning of a workshop depends upon the diligent participation of all members. Many decisions relating to problem solutions are made directly by the director and/or participants themselves, but certain administrative responsibilities are necessarily assigned to committees or individuals for the efficient conduct of the workshop.

Administrative committees may be divided into these categories: Curriculum Materials, Field Trip, Public Relations, Open House and Social, Advisory, Student Recorders, Resource Catalog or General Community Book. Any of these may be deleted or combined and others may be added. Each workshop participant will be expected to serve on one of the following administrative committees:

A. CURRICULUM MATERIALS

Responsible for:

1. Collecting and assembling displays and bulletin boards reflecting the activities of the workshop.
2. Administering the workshop library check-out and check-in system.
3. Completing the collection of resource materials and cataloging them.

B. FIELD TRIP

Responsible for:

1. Making necessary contacts and arrangements for general field trips.
2. Writing follow-up letters after field trips.
3. Devising, distributing and collecting evaluation forms for each trip made.
4. Leading workshop discussions relating to field trips.

C. PUBLIC RELATIONS

Responsible for:

1. Releases to radio, TV, and press upon approval of director. Ideally, the committee includes at least one media person.
2. Photograph scrapbook and/or color slide tape record of the workshop.
3. Invitations to the OPEN HOUSE; hosting guests.

D. OPEN HOUSE AND SOCIAL

Respponsible for:

1. Social activities of the group (picnics, luncheons, parties, morning break).
2. Arranging and preparing OPEN HOUSE night.
3. A culminating social event for the workshop.
4. Collecting a coffee fund and preparing coffee daily.

E. ADVISORY COMMITTEE (Consists of chairpersons of project committees)

Responsible for:

1. Policy and decision making for the workshop.
2. Coordinating and scheduling the use of materials to prevent conflict and confusion.
3. Devising, administering, and tabulating the evaluative instrument for the mid-point and conclusion of the workshop.
4. Serving as a problem-solving group when requested by the workshop director to do so.

F. STUDENT RECORDERS

Responsible for:

1. Transcribing a daily log of workshop activities and submitting the log to the workshop secretary to be duplicated and distributed the following day.
2. Serving as recorders for the Advisory Committee. These two people receive special consideration in final evaluation or grading if their work is done well. Recorders are generally excused from membership on other administrative committees.

G. RESOURCE CATALOG OR GENERAL COMMUNITY BOOK (Optional)

Responsible for:

1. Devising, distributing, collecting, and checking a form for the purpose of creating a resources catalog. Each completed form will deal with one local resource and become a page in the catalog. All workshop participants assist the committee in this.

2. Coordinating the work done on the publication. Each year's committee may revise, update and expand the last year's publication.

GENERAL FIELD TRIPS

General field trips are an important part of most community resources workshops. They acquaint teachers with (1) types of resources upon which they may draw in their own teaching, and (2) ways to provide such experiences for their own pupils. Ordinarily, a field trip committee handles necessary arrangements as indicated in the previous section on administrative committees. Such arrangements need an expanded treatment and generally include the following:

1. Establishing specific objectives for each field trip.
2. Making careful arrangements with the companies or organizations to be visited to assure that they know the purposes of the visit, how many will be present, the time of the visit and similar details.
3. Taking an advance visit by the staff members or field trip committee to become acquainted with points of special interest, people who should be seen, significant materials and other factors which can help make the field trips more efficient and profitable.
4. Furnishing participants with question guides, charts, maps, or other orientation materials.
5. Providing for reporting and evaluation sessions following the trip. Pointing out ways the techniques used may be adapted for classroom use. Listing possible school uses of resources observed.
6. Providing for discussing the important broad understandings which the facts gathered during a field trip can help to develop; e.g., how and why the American free enterprise system developed, how technological developments affect industrial production, and how science has changed our standard of living. Particularly consider the many kinds of jobs held by people seen on the trips, the attitudes, skills, training and competence of these people and the implications for student groups interested in career education and career choices.
7. Preparing letters of appreciation to the field trip hosts.

AREAS OF TEACHER CONCERN

In visiting businesses, industries, and other community organizations, the field trip committee should make careful preparatory arrangements so that the visitng teachers are more likely to get what they expect from the field trip. Typical areas of concern include:

1. company or organization history.
2. reasons for plant's or organization's location.
3. corporate or administrative structure.
4. financial structure or means of support.
5. the processes and operational methods it uses.
6. raw materials and supplies utilized.
7. products it manufacturers or services it renders.
8. markets, marketing practices, or service techniques.
9. the scope of its research.
10. advertising techniques.

11. management policies.
12. training programs.
13. relations with employees, customers, stockholders, contributors, or clients.
14. welfare services and health services.
15. employment requirements and practices.
16. career possibilities.

It is unfortunately true that not all teachers feel comfortable in asking questions in all the areas of corporate endeavor listed above. The workshop director can assist teachers to explore unfamiliar areas to a degree. It may be important for him to assist them in developing a feeling tone, an affective rather than a cognative approach to understanding how people work, feel, produce and live together in the world of work. Teachers can convey this more readily to the student who is trying to find his life role.

It is vital in planning a successful field trip not only to inform the participants what to look for, but to inform the hosts of the place to be visited what the group would hope to see. This sample of a note to industry might be helpful:

SOME SUGGESTIONS FOR TOURS OF EDUCATIONAL GROUPS

"The Community Resources Workshop is a combined venture of education and business, industry, labor, agriculture, government, cultural, professional and other groups to acquaint teachers with our industrial and commercial world at work and other aspects of community life. Through these workshops, such as those sponsored by leading universities and the American Iron and Steel Institute for many years, an attempt has been made to give teachers a more knowledgeable and sympathetic attitude toward business and the American Free Enterprise System and the important role played in the community by a variety of other kinds of enterprises. One requirement of the workshop is that teachers produce educational materials gleaned from this new knowledge and use these materials in their classrooms. For these reasons, it is important that workshop groups have an opportunity to meet with officials of the organizations visited and gather information from them not apparent by a simple "walk through" of the installation. With increasing emphasis on career education, teachers need to learn about both the operation and the people who are involved.

Workshop staff members attempt to do pre-planning with the teachers so that their questions may be more prescriptive. Here are a few suggestions developed through several years of educational tours. They may be helpful to you in your planning.

1. A welcoming meeting by officials of the company or organization and a short orientation session would help the teacher to get a good start. They appreciate meeting business, industrial and other leaders in the community.
2. Items which might be included in this orientation session are a brief history of the company or organization, a description of the product of service and its sales, raw materials used, something of economics of the industry, types of jobs and skills required, and your labor organization. (Some companies have an orientation film that is shown to groups before the tour.)
3. During the tour, it is helpful to have sufficient guides to divide teachers into small groups. This makes communication more feasible in noisy areas. Teachers, for the most part, will not be interested in extensive details of the operation of machines; but would like general types of information about the equipment and the operators.

4. Following the tour, the opportunity for teachers to meet with a panel of company representatives is very desireable. If this panel can present different phases of the operation, questions may be answered more effectively. Teachers will want to know whether they will be able to bring children to the plant and are likely to ask many questions regarding the policies of the personnel department. They may also wish to know about the availability of resource people and educational aids.

Teachers appreciate the time and effort people in business, industry, and other organizations take to present this kind of an in-depth educational tour. It is important to get to know each other better and learn how to cooperate in the training of our youth for tomorrow's society. If you have any questions, please contact the workshop director. The director, staff and participants will be happy to work with you in any way. The workshop director will provide you a list of the kinds of questions that are presented to the teachers before the trip to give you some idea of what they may ask during the post-trip meeting. You can almost be sure they will not ask all of these questions because time probably will not permit.*

The other type of field trips, often most useful to participants, are those taken as a necessary part of the task of a working or project committee. Whereas the general field trips are of broad interest to participants, the special trips made by working committee members are frequently essential to the completion of their projects. If a person in an organization must be interviewed to complete a project, the trip to see that source becomes meaningful and important.

The workshop director and the field trip committee need to carefully balance the time spent on general field trips against workshop time needed by project committees for the special small group or individual trips required to complete their projects.

BUT THESE AREN'T ALL THE WAYS THAT WORKSHOPS WORK

No attempt is made here to describe all the ways in which community workshops might be conducted. A great variety of activities and techniques has proved desirable. Among them are discussions, panels, symposiums, lectures, sociodramas, surveys, interviews and demonstrations. All of these can be used in the imaginatively planned workshop. The daily log kept by the committee chosen for this task and periodic evaluation sessions can help the director to improve the current and future workshops.

SCHEDULING THE TIME

Adequate time should be specifically allotted for the various phases of workshop activity. Then the individual committees and special groups can schedule their activities within the total framework and proceed with confidence and efficiency. The schedule must be made by the group itself to meet its needs. A calendar of events posted on a bulletin board will help avoid conflicts. Probably no two workshops will wish to schedule their time in exactly the same way.

CONCLUDING THE WORKSHOP

Since the workshop is not a typical college class concluding with a final examination, other terminating activities are desirable. Four factors need to be considered:

*Adapted from a letter used by the Livonia, Michigan Community Resources Workshop

1. An opportunity for working committees to share their achievements with the other workshop members.
2. An opportunity to share workshop achievements with persons who weren't workshop members: community people who assisted, friends and families, educational supervisors and colleagues or any other interested person.
3. A demonstration of project achievements and individual contributions to provide the director evaluative data.
4. A concluding social event to maintain the close-knit feeling a workshop develops and to build enthusiasm for using the results of the endeavor.

A concluding dinner and reporting session might fulfill these purposes. Another approach could be an open house session the evening of the next-to-final day and a reporting and evaluation session on the last day with a luncheon for the group as a fina. social event. Many concluding events can meet the criteria above. Each workshop must choose its own best plan. Some workshops plan a follow-up dinner near the end of the ensuing school year as a reunion and a report session on the classroom use of the projects.

AFTER THE WORKSHOP

A community resources workshop has not achieved its maximum usefulness unless the participants apply what they have learned to their own schools and communities. Hence considerable discussion during the workshop should be devoted to the teachers' future plans, which might well include different types of follow-up activities, such as the following:

1. Reporting on the workshop to the local school administrators concerned.
2. Securing administrative approval of any planned follow-up activities.
3. Making use in their own classes of the teaching units and other materials produced.
4. Reporting on the workshop and successful work underway before teachers' meetings and conferences, and before service clubs, PTA's, industrial associations, and other interested groups.
5. Helping organize in-service development programs for teachers in their own schools.
6. Developing lecture-discussion programs on the use of community resources for teacher and community groups.
7. Encouraging other teachers to attend similar workshops.
8. Helping the local school system set up and maintain an up-to-date community resources file.
9. Lending materials to other teachers.
10. Giving demonstrations on the use of community resources for the benefit of other teachers.
11. Giving informal assistance to other teachers whenever possible.
12. Serving on Curriculum revision committees on topics generated in the workshop (e.g., career education, community service).
13. Those workshops which continue into the school year can conclude with an evaluation of the classroom use of the workshop created materials.

The follow-up activities can be greatly facilitated if representatives of the school administration and school patrons from each community participate in the workshop.

THE COMMITTEE'S AND THE UNIVERSITY'S PARTS IN FOLLOW-UP

Others besides the participants and the local school administrators can play an important role in workshop follow-up activities.

The sponsoring university may well take the initiative in helping local school districts and communities develop faculty seminars, conferences, and various in-service development activities. In the past, one university has offered a follow-up credit course to be completed by the end of the next school year. The requirement in this course is simply to describe in written detail the classroom use of the project created in the summer workshop. Teachers have been expected to include evaluations from their principals, colleagues and possibly parents, regarding the effectiveness of the project.

The local planning or advisory committee may continue to function throughout the year. It can help educators set up in-service development activities. It can help to finance such projects and provide needed speakers, consultants, or other personnel. Of course, it also has the continuing responsibility of planning for the next workshop.

CAREER EDUCATION

In recent years the growth of career education has become a potent factor on the American educational scene. Self awareness, career awareness, career exploration, career selection and job placement have become integrated into all curricular areas from kindergarten to post-graduate levels.

Teachers, administrators and curriculum designers have subsrcibed to career education as an important link between the school and the world of work; between the theoretical and the practical. Difficulties have arisen, however, in developing methods of infusing career education into the rest of the curriculum.

To develop a career education program, each community must identify its own resources, its people, places and things that can contribute. Beyond in-school career education is the terminal responsibility, the school-to-work phase which requires a joint school-community effort. Job opportunities are unique in each community and must be studied to best serve the youth and adults of that particular community.

Community resources workshops are logical made-to-order vehicles to assist in design, execution and evaluation of a career education program. Two examples may suggest some possibilities.

In one workshop all participants did face-to-face interviews of workers in the local community. The interviews ranged from gas station attendants, to dentists, to a captain of a Great Lakes ore boat. From these interviews the teachers produced a booklet describing the skills, attitudes and training necessary to perform each job. The challenge to the teachers was to create and record, under each job heading, classroom learning experience that would relate to that job. These strategies were, in turn, coded into subject areas and elementary or secondary levels.

In another workshop teachers explored not job holders themselves but resources in the community which might assist career education instruction. Their project booklet was authenticated by personal or phone contacts with some 1600 local business, industrial and professional enterprises. Each contact was asked three questions: (1) Will you take a classroom size group for a field trip? (2) Can a few secondary students visit and work in your organization for a day to a week to provide career exploration activities? (3) Will you provide speakers at the school site? Some 300 positive responses are incorporated in the booklet which was reproduced for each teacher in the school system.

These are two examples of a community resources workshop's contribution to career education: one, exploring occupations; the other exploring local community resources demonstrating the affinity between the workshop and career education. Local needs and teacher concern can suggest many other workshop procedures useful in furthering career education.

WORKSHOP RESULTS. In communities where they have been held, research indicates a positive upgrading in:

- community understanding of school objectives and methods;
- teacher understanding of industry, business, government and other phases of the community's economic and social life;
- cooperative relationships between the schools and community groups;
- participation of teachers in community activities;
- attitudes on the part of teachers toward vocational opportunities open to youth locally, the achievements of the free enterprise system, the importance of the community, and motives of industry and business people;
- the use of effective modern teaching methods and tools;
- teachers' confidence in their ability to produce curriculum materials;
- teacher involvement in career education.

IV Workshop Evaluation

To be sure that the workshop achieves its objectives and that needed changes in direction or techniques are made, constant evaluation is essential.

The process of evaluation should begin when the objectives of the workshop are defined, continue during the workshop, and extend through the follow-up activities which result from the workshop.

WHO EVALUATES?

The workshop objectives ideally are based on the expressed needs of the participants. Any evaluation, logically, must be made in terms of these objectives. The participants themselves should, of course, be given the opportunity to evaluate the entire program and the benefits derived from it. In the individual school systems, the administrators and supervisors who have opportunity to observe results can make significant evaluative contributions. Pupils and their parents may also be called upon to contribute to the evaluation insofar as the activities resulting from the workshop affect pupil interest, activities, understandings, and attitudes. They can also submit evidence of changes in general community understanding, attitudes, or relationships with the schools.

HOW TO EVALUATE

Each workshop group will want to work out its own techniques for evaluation. During the workshop proper, the evaluation procedure may be very informal with contributions made in committees or group discussions. An evaluation questionnaire may be formulated for participants to fill in during, at the end of, or after the workshop. Similar questionnaires may be designed for supervisors, administrators, pupils, and parents to fill in after they have had time to observe results. The questionnaire answers may be supplemented with data gathered through personal interviews. Responsibility for formulating evaluation questionnaires and compiling results of evaluation during the period of the workshop may be given to a special committee. Later evaluations may be carried out by the local school system, the sponsoring college or university, the advisory committee, or a combination of these.

WHAT TO EVALUATE

Since workshop participants are the persons most immediately concerned with evaluation and most familiar with the workshop objectives, evaluation techniques are generally the product of group thinking. For this reason, no sample questionnaire or other instrument is reproduced here. To assist those who may be framing such devices, however, a listing of the typical items evaluated may prove helpful:

During and at the end of the workshop

- length of the workshop
- time of year of the workshop
- physical facilities
- library facilities

resource materials
advance planning
method of determining objectives
availability of qualified resource persons
degree to which individual needs are met
workshop procedures
morale and cohesiveness
degree of democratic participation
effectiveness of problem-solving techniques
reporting opportunities
schedule

number of staff members
neglected areas of information
activities of most value
ways of improving the workshop
committee organization
evidence of improvement in ways of working together during the workshop
allocation of time for various activities
ways the university could provide follow-up help
evidence of participants' increase in knowledge of community resources and how to use them
evidence of development of practical plans for the use of community resources in teaching later
evidence of changed attitudes and understandings
positive evidence workshop objectives have been achieved

After the workshop

degree to which participants have improved in their own teaching as a result of the workshop
evidence of changed attitudes and understandings
evidence of increased pupil interest, changed attitudes and understandings, and increased willingness to assume responsibility
evidence of a general improvement in community economic understanding, school and community cooperation, and respect for the part each individual plays in the community
evidence of a more enlightened point of view on social and economic issues
evidence of improved human relationships

RESULTS

Not all the accomplishments of community resources workshops will become evident until there has been time to observe the type of citizenship exemplified by graduates coming out of the schools. Where community resources workshops have been held, however, there is quite general agreement that the following results have been achieved:

1. Teachers have found the workshop experience rewarding and report that significant improvements in teaching have resulted.
2. The schools have developed a better working relationship with industry and other groups.
3. Schools represented in the workshops have become more aware of resources in industry and the community.
4. Both the schools and the community are more aware of curriculum changes

necessary to implement the schools' use of community resources in instruction.

5. The value of utilizing real experience to supplement book learning has become more apparent.
6. More units of instruction involving the use of industry's resources and community resources in general are developing in the schools.
7. Teachers are making extended use of field trips and calling on more people from the community as teaching resources.
8. Teachers are using a more appropriate variety of materials and activities.
9. Pupils have an increased interest and participate more extensively in the day-to-day learning experiences.
10. The community has developed a better understanding of how the modern school is trying to fit its program to the needs of a modern society.
11. Teachers explore and use new ideas, practices, techniques, and materials with increased security.
12. Teachers have accepted the responsibility to help students learn about and successfully enter the world of work.

A CONCRETE EXAMPLE

HOW THE COMMUNITY RESOURCES WORKSHOP ORIGINATED*

*This section is excerpted from HOW TO PLAN YOUR COMMUNITY RESOURCES WORKSHOP by Albert L. Ayars, 1954 edition. Although workshops develop in many ways in different communities, there are certain common characteristics. The account above may be helpful in your community today, although it reports an experience occuring in the early 50's.

Good teachers have always utilized community resources, and always will. But assistance and encouragement can be provided when school leaders and industry work together to provide a workshop patterned after the first of these community resources workshops which was held back in Butler County, Ohio in the summer of 1952. There a pilot study was set up through the cooperative efforts of school and business leaders to determine some of the ways industry and the schools could work together to improve educational opportunity.

The purpose of the study was to explore ways and means of developing community-school cooperation and understanding, to discover what resources industry has which the schools can use, to explore techniques and methods of using community resources, and to put into effect plans for an active program of industry-education cooperation. Business leaders, school administrators of the area, and representatives of Miami University worked together to explore what and how industrial resources might be used in the schools. Curriculum committees for the schools concerned toured the plants and offices of companies to find resources for their teaching. A working relationship gradually developed. Citizens' advisory committees of the area helped in planning and carrying out the project. Community study trips by classes, student committees, and individual students multiplied. Company personnel and civic leaders, in increasing numbers, received invitations to visit and speak to classes. The interest of the schools in studying local government, recreational resources, social institutions, and other community organizations grew.

Eventually, the steering committee, made up of educators and industrial representatives to suggest areas of school and community cooperation, decided to conduct a six-weeks' curriculum workshop at Miami University to furnish teachers an opportunity to discover, study, and adapt community resources to their classroom work.

Teachers from the area who attended the workshop spent their time locating and appraising community resources available in and near Butler County. These they found in industries, on farms, in business establishments, educational and cultural institutions, and service organizations. They developed ways of using these resources. They studied business methods and human relations programs. They constructed materials displays for use in their classrooms. They made lesson plans for the coming year.

Business and industry of the area helped finance the workshop. These funds went to publish a handbook listing some of the community resources available in Butler County; to pay for field trips to factories, businesses, and other points of community interest; and to cover expenses involved in developing materials on the use of community resources in classes. This first workshop was held in 1952 and now it has become an annual event.

It has been found that teachers who have participated in the workshops have been able to provide more practical experiences for their pupils. They now give pupils a chance to do things rather than just talk about them. There has been a marked upswing in the employment of study trips, use of outside resource speakers and representatives of local business and civic organizations, and use of printed materials and samples of raw materials and products supplied by business and industry. Teachers report that they are much more aware now of the common interests of industry and education, that they have a new understanding of the variety, nature, and importance of jobs available in the community, and of assistance which can be given to pupils to help them prepare to take their places in the working world. Many of the teachers report a new understanding of the problems of both labor and management, and a new respect for the laborer and his contribution.

Teachers have become more active in securing classroom aids for governmental offices, from clubs and associations, from local museums, from public libraries, from individual hobbyists, and other individuals and groups who can supply information or materials of educational value.

It was reported that communication between teachers and other community leaders has become increasingly satisfying to both. As one businessman in Middletown, Ohio, said when discussing the workshop, "I don't think that the average businessman or the average teacher ever before was quite sure he was speaking the other person's language. It's different now."

The Butler County example is typical of the types of experience teachers have in, and the results achieved by, community resources workshops. All over the country, teachers are becoming more proficient in the use of community resources in their classes as the result of their workshop experiences.

V Conclusion

America's strongest foundations for freedom, democracy, and progress are to be found in a sound educational program. The public school is the principal training ground for the systematic development of the understandings, skills, and capacities essential to productive adult careers and citizenship.

The strength of a community educational program is dependent upon the utilization of every available resource.

Exploring the educational potential of the community is a two way process. It requires that the educator be interested in contracting business people, local officials, civic groups, organizations, and individuals. In turn, these community doors must be open to teachers and students. It requires developing an understanding of each other's problems, methods, objectives, and interests.

Community resources workshops do not provide all the answers. They do furnish one means through which teachers can be helped to do their jobs more effectively.

SUGGESTIONS TO INDUSTRY AND BUSINESS PEOPLE INTERESTED IN WORKSHOPS

From experiences gained through the cooperative endeavors of educators and industrial people in several different communities, certain suggestions may be drawn for other companies wishing to embark upon similar programs.

1. Any offer to work with schools must be supported by a sincere and continuing desire to find out what schools are doing and to help them provide a better educational program for young people.
2. Cooperation does not end with the decision to contribute financially to a workshop. The company should be prepared to meet teacher and student requests for trips, materials, speeches, and other assistance.
3. Cooperation usually gets off to a slow start. This may be a new experience for schools as well as for industry. It takes time to develop good working relationships.
4. Success of the program depends on continuity of leadership. The company should assign responsibility for school contracts to someone in its own organization. As the program develops, activities will require considerable staff time.
5. It must be recognized that educators come under many community pressures and that a company must be prepared to demonstrate the value of the program to the community leaders as well as to the educators.
6. An effective program of industry-education cooperation involves administrators, teachers, school boards, and citizen advisory committees.
7. The results of the program should be periodically measured.
8. The company personnel must be kept fully briefed about objectives, progress, and achievements.
9. There are many ways your company can help the schools even if it isn't possible to arrange a teacher workshop. Visit your school officials and learn what type of help they would like.
10. Don't plan any help for the schools; plan it with them.
11. Any assistance a company gives in developing career education will be beneficial to the company as well as to the schools and the students.

Appendix A

HELPFUL REFERENCES

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Appendix B

A SELECTED LIST OF LEADERS OF COMMUNITY RESOURCES WORKSHOPS

James Giddis
Kenneth Glass
Thomas Webb
Hugo David
Carl M. Horn
Thomas Hovanec
Jasper Johnson
Ralph Kaczor
Donald Oleszkiewicz
John H. Owen
Dean W. Moore
Robert J. Ullery
Bernard Novick
Corlan Bovee
Lawrence Blum
Edward Brabant
F. Norwood Marquis
A. F. Connors
Conrad Toepfer
Roy Edelfelt
Fred Kucera
Clyde Reed
Wilfred Burton
Robert Schuck
Bertis E. Capehart
David Kennedy
Gladys M. Dillon
Charles R. DuVall
Henry Furio
Morris Gall
Lee Hamilton
Michael Penetar
Walter Purdy
Avis Moore
Richard DeRemer
John S. Thomas
John Trump
Albert L. Ayars
Banks Bradley

Appendix C

A SELECTED LIST OF PLACES WHERE COMMUNITY RESOURCES WORKSHOPS HAVE BEEN HELD

Middletown, Ohio
Kokomo, Indiana
Tacoma, Washington
Spokane, Washington
Pueblo, Colorado
Bowling Gree, Ohio
Youngstown, Ohio
Newark, Delaware
University Park, Pennsylvania
Lone Star, Texas
Mexico City, Mexico
Paris, France
Flint, Michigan
Woodbridge, New Jersey
Ecorse, Michigan
Warren, Michigan
Lansing, Michigan
Marquette, Michigan
Ironwood, Michigan
Butler, Pennsylvania
Canton, Ohio
Alton, Illinois
Milwaukee, Wisconsin
Suffolk County, Virginia
Hamilton, Ontario, Canada
West Berlin, Germany
Jackson, Michigan
Livonia, Michigan
Benton Harbor, Michigan
Niles, Michigan
South Bend, Indiana
Cincinnati, Ohio
Cleveland, Ohio
Peoria, Illinois
Grand Rapids, Michigan
Erie, Pennsylvania
Racine, Wisconsin
Lima, Ohio
Monterrey, Mexico
Battle Creek, Michigan
Grand Blanc, Michigan
Traverse City, Michigan

Appendix D

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION [NAIEC]

INTRODUCTION

The National Association for Industry-Education Cooperation was officially established in 1964 as a means of mobilizing the resources of education and industry (business, labor, government, agriculture, and the professions) to improve the relevance and quality of educational programs at all levels. It recognizes the need for a systems approach in assisting educators design a delivery system that is responsive to the changes in the marketplace.

The keynote of all NAIEC activities is objectivity and emphasis is placed on factual, comprehensive, and balanced programs. As an independent, non-partisan body, its activites are not intended to serve directly or indirectly the interests of any particular economic group. The Association's projects are approved in advance by the Executive Committee and are self-supporting.

OBJECTIVES AND PROGRAMS

The primary objectives of the National Association for Industry-Education Cooperation are:

- To provide a national organization for representatives of business, industry, education, government, and labor to promote increased levels of cooperation.
- To identify areas of mutual interest and to formulate programs and procedures which meet acceptable standards.
- To communicate with any group concerned with education about cooperative programs and projects.

The Association pursues these objectives through such continuing functions as:

- **Instruction** — staff development programs such as Community Resources Workshops, Career Guidance Institutes, I-E In-Service Programs, internships in industry, experimental teaching programs, and activities in the areas of pre-service education and certification.
- **Curriculum Development** — innovative projects, liaison with State Departments of Education, and dissemination of experimental practices.
- **Educational Management** — institutes and regional conferences, management studies, and consultation services to school districts.
- **Teacher-Student Materials** — developing, selecting and disseminating usable industry-education materials, materials evaluation reports, and sponsored materials.
- **Public Information Services** — newsletter, NAIEC publications, reprints and audio-visual, special programs for I-E groups, releases to media editors and industry and education.

AFFILIATIONS AND PROGRAM SUPPORT

In developing and carrying out its various programs, NAIEC works closely with leaders in national trade and professional associations. State Departments of Education, colleges and universities, school districts, and various government agencies.

The Association's financial support for its program comes from individual, institutional, chapter and council memberships and foundations. Independent affiliated councils at the local, regional, and state levels also require similar financing for their programs.